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ABSTRACT

A survey was given to 866 students in the Westfield Public School (New Jersey) to ascertain whether or not elementary age children were strongly influenced by Corporate America in their reading selections. Respondents were in either second, third, or fourth grade. The children were asked three questions about their favorite character and favorite book. One question asked their favorite book of all-time, while another asked for the book they liked the most this year. The data was evaluated to see how many respondents picked a character or a book that has some mass merchandising linked to it. For example, are there collectible cards, games or dolls? Results indicated children are being influenced to some degree. The characters that are "hot" today did appear in the top ten vote receiving lists. The results were not as conclusive as assumed at the onset of this study. It was expected that at least seven of the top ten characters would be associated with some merchandise. Contains 21 references and 3 tables of data. The survey instrument and an alphabetical listing of favorite characters are attached. (Author/RS)

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# THE EFFECTS OF MASS MERCHANDISING ON ELEMENTARY SCHOOL AGE CHILDREN'S BOOK SELECTION

by

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Accepted 3/28/00 Ruth S. Hazelkorn

Presented in partial fulfillment of the requirements
for the Degree of Master of Arts

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## ABSTRACT

A survey was given to 866 students in the Westfield Public School to ascertain whether or not elementary age children were strongly influenced by Corporate America in their reading selections. Respondents were in either second, third, or fourth grade.

The children were asked three question about their favorite character and favorite book. One question asked their favorite book of all-time, while another asked for the book they liked the most this year. The data was evaluated to see how many responses picked a character or a book that has some mass merchandising linked to it. For example, are there collectible cards, games or dolls?

Children are being influenced to some degree. The characters that are "hot" today did appear in the top ten vote receiving lists. The results were not as conclusive as assumed at the onset of this study. It was expected that at least seven of the top ten characters would be associated with some merchandise.

## DEDICATION

This paper is dedicated to my loving wife
for all that she has done for me during my
time at Kean. I don't know that I could
have successfully reached this point
without her. Thank you, sweetheart!

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Our students have been, are, and will continue to be exposed to mass media like no other generation in history. Depending on their interests, backgrounds, and general means of socialization, our students' interaction with each individual mass medium varies within America's intricate and intertwined structure of radio, television, newspapers, motion pictures, books, and recorded music. (Barnhurst and Wartella, 1991; Jordan, 1992; Meyrowitz, 1985). There is an ongoing debate as to whether television is helping or harming children's reading performance. The focus of this paper is to see how Corporate America, through mass media, is influencing what elementary school age children are reading. To an opportunistic Corporation, the meaning of Reading is Fundamental (RIF) appears to have been changed to Reading is Funds.

The media's use of merchandise that is connected to the characters in elementary level books has become a lucrative business. An example of how Corporate America is cashing in from a popular children's television character is Blue's Clues. According to an article in the October 24, 1999 Star Ledger, the television show is viewed by seven million youngsters a week. Because of the show's popularity, the company who produces it has made several educational CD-ROMs, a prime-time television special, children's albums, and a live stage show. In addition, there are stuffed animals, key chains, board games, books, and puzzles. With all of the paraphernalia being produced, is it any wonder why Big Business is such a strong influence in the classroom?

So, what is hot today in 1999? It is Harry Potter and Pokémon. Is big business going to try and cash in on the latest crazes? You better believe it. The Harry Potter novels are doing fine on their own merit with little merchandising. There are 7.5 million Harry Potter books in print and they have been translated into twenty-eight languages. They have been listed on the New York Times best-sellers' list for thirty-eight weeks (as of September 30, 1999).

Within the next year or two, Warner Brothers is planning to make and release a live action film with Harry portrayed as a British schoolboy. Already, 650,000 lightening bolt tattoos resembling Harry Potter's scar have been sent to United States bookstores. It is merely a matter of time before the media frenzy begins for the "Harry Happy Meal".

The other latest craze, Pokémon, has spread more rapidly than the Black Plague through Europe. What began as trading cards has become an unimaginable multi-million dollar business.

So, how much control do the consumers have? Plenty. The average citizen does indeed have a powerful influence in the making of a movie or book. When filmmakers and authors complete their work, they present it to a group of "average" citizens called a focus control group. In fact, according to a recent interview in Civilization magazine with two men prominent in the advertising field, an artist's work (film, novel, or even music lyrics) is not complete until it is finalized by this focus group. David Wallis, the author of the article, thinks these focus groups are too powerful. In fact, he asks if there are any limits to what these panels can do. Bill Weylock, a former president of the Qualitative Research Consultant's Association who has led focus groups for media giants such as NBC and Nickelodeon, feels these groups do not collaborate with the creator but help the creator to fine tune his or her work. Be that as it may, James Patterson, a successful author, recently changed the ending to his novel because it tested poorly. The popular children's program Blue's Clues also has a panel; its "focus group" is comprised of children who give feedback to the show's creators about what they like and what they find confusing about the show. For example, when the focus group viewed early shows where the live character of Steve had been fully filmed before the computer graphic generated character of Side Table Drawer could be added, the children in the group found it unsettling that when Side Table Drawer

spoke. Steve did not look at her or respond to her. The creators changed the way the show was produced and now Steve and Side Table Drawer have conversations with one another.

It would be interesting to know why these groups were created in the first place. Do the publishers really care that an artist's work is the best that it can be? Or are they interested only in what will sell?

For a long time, it has been observed that information influences both the individual consumer and the market-level outcomes. As a rule, marketing generally focuses on the individual consumer's activities associated with this information. There are investigations in economic literature that supports how market-level information can greatly affect business. Often, in response to said information, a company may try to improve the quality of its product or it may lower its price.

This flow of information generally enters the markets in one of two ways. One way is from firms who provide the consumers with information regarding price and quality of goods (i.e., Krishramurthi and Raj, 1985). For instance, the cereal industry recently stated to the public that fiber reduces the risk of cancer. This information set into motion an era of marketing companies using health benefits as the backbone of their strategies for selling goods. Another way that information can flow into the marketplace is through an external source (i.e., the media). In a recent study by Moormon (1998), she found that firms do make strategic use of these information flows, and she found that the consumer behavior greatly influences the market and marketing strategies.

This affects us in education because mass merchandising is a successful marketing strategy employed by big business. It seems the more popular a character is with children, the more collectibles are manufactured for them. Companies are fully aware of the effects of

their marketing dollars. This is why their advertising budgets are in the millions of dollars. The question remains, however, are they concerned with profits or inspiring kids to read?

Greenlee, Monson and Taylor did a study on how the appreciation for recommended literature is effected by trade books. Over half of the children in this study preferred the recommended books to the trade books. Almost two-thirds of them suggested that the classroom teacher should read the recommended book aloud in place of the trade book. Eighty percent of them felt the recommended books should be used for group study in a reading class. The titles of the books were not given. It would be interesting to see how these numbers would be affected using books where the main character(s) is/are highly marketed (i.e. Pokémon or Arthur).

The children in the study needed to select one recommended book and one series book. Almost half of them selected their series book because it was easy for them to find one by an author whose books they had previously read. This is in opposition to having only eight percent of the children choose a recommended book on the basis of a known author.

Another debate involving one of the media's mediums is whether television helps or harms children's reading performance. It has been debated since the medium was introduced and there is still not consensus on this issue (Anderson and Collins, 1988; Beentjes and van der Voort, 1988; Morgan, 1993; Neuman, 1991; Signoriellie, 1991). There are some observers who believe that television programs are beneficial because they promote children's interest in reading. Most researchers, however, believe that television is harmful to the acquisition of reading skills. Some researchers believe that television viewing takes away the interest in reading. They reason that because television takes such a low level of mental effort for entertainment, children may not want to "invest" the mental effort for reading.

In a study performed by Beentjes and Van der voort (1993), it was found that children invest more mental effort in processing information through print stories as opposed to visual stories on television. Processing information through a television, however, helped the children in the study retain facts better as well as answer inferential questions.

Estes and Vaughn (1973) performed a study to show how reading interest effects comprehension. They surmise that a child's interest play a vital role in helping a child to understand the content of a book. Instead of reaching the frustration level, interest helps a child through a normally difficult reading passage. Students who participated in this study were given a survey and asked to rank six topics. Then they were asked to read various selections. It is revealing that after reading the selections, some children switched their rankings to reflect what interested them. The scores were higher with the higher ranked topics than the lower ranked topics, regardless of whether or not the ranking was changed. In a related article by John Guthrie, he reported about a 5th grade teacher whose class scored 30% higher on a cloze reading task on material that they found to be of high interest.

The one beneficial outcome to examine from all the media blitzing is that it excites a lot of children, including nonreaders. In a recent article in Time magazine regarding the Harry Potter craze, parents are marveling at the fact that their nonreaders can't get enough of these books. Even boys are tearing through the novels, and are still hungry for more.

Much of the research done with educational media has been focused on the beneficial role that the media plays in the instructional process. In their 1996 study, Beentjes, Koolstra and Van der voort state media was conceived as an aid to the teacher. They continue that research was designed to clarify how media can enhance student's learning performance in the school context. According to Armstrong, et al. (1993), background television was shown

to interfere with the performance on difficult cognition tasks. However, Patton, et al. (1983) found that audio media generally had a positive effect on homework performance.

There is a lot of research on how the media affects or enhances performance. One can safely assume that children are greatly influenced by the media. If they weren't it is doubtful that there would be much research on the matter.

There are some researchers who believe that there are patterns of reading interests that are universal with all children. Conversely, there are others who believe that finding what interests children is too complex an issue for an inventory. Further, they believe that interest is influenced by time, place, and such local accidents as the work of a good teacher. Purvest and Beach (1973).

In a study done by Feely (1982), of 4th and 5th graders in Hackensack, NJ and Randolph Township, NJ, she found that boys and girls had different interest patterns in what they liked to read. Boys ranked sports as their number one choice of topic which girls preferred stories about friendship. Both genders ranked science fiction, fantasy, and humor as highly interesting. The titles for the reading selections used in the study were not given. It would be interesting to see how many of the books were related to mass merchandising.

Robinson, Larsen, Haupt and Mohlman (1997) performed a study of how emergent readers selected picture books. Although titles weren't given, the study stated several genres including fantasy, fiction, alphabet-number books, informational books, and some Caldecott nominees were represented. They found that the children selected books that were familiar to them. The familiarity will be related to characters in television and movies if these children are, indeed, being influenced by mass media. The children also selected books by the

number of words on a page; generally, the more words on a page, the less the book appealed to the children.

So, how big of a role do media figures play in our daily lives? In a study performed by Alperstein and Vann (1997) on two hundred and forty-one undergraduate students, it was found that the majority of respondents do dream about celebrities. The primary figures that appeared in these dreams were from television, movies, and music. The findings are important and deserve more pondering. If mass media is clearly affecting young adults, would it not be safe to assume that our young, impressionable children are also being greatly influenced?

According to John Seel (1997), there are four institutions that are usually accepted as having a dominant force in the maturation process of children and in the attitudes that result; the family, places of worship, the school, and the media and entertainment industry. His article goes on to state that the entertainment media has emerged as a formidable force in our children's lives. It is the entertainment industry that sets the terms of the "taken for granted" reality of our children.

It is no wonder that the industry has so much power over our children. Many children spend as much as one-third of their waking lives in front of the television. Holtz (1995) calls children of today "the warehouse generation" in which day care, babysitters, television, and peers serve as surrogate parents. If children are spending so much time in front of a television, one can safely assume that it has an impact on their development. In fact, there are numerous studies performed to show how violence in the media has effectively desensitized our children to its consequences. And, the information gained from the media is stored in a child's schema, which is an organizational structure of knowledge. When a child learns something new, it is connected to previously stored knowledge, therefore broadening the schema.

Regardless of what side of the debate you take, the question still remains – is Corporate America selling out our children? According to Publisher's Weekly's Best Selling Children's Books of All Time, twenty-four of the first fifty hardcovers have some kind of merchandising product associated with the books. Of the best-selling paperbacks of all time, seventeen out of the top fifty have merchandising associated with them. Examples from this list are James and the Giant Peach by Roald Dahl at number nineteen and The Indian in the Cupboard by Lynn Reid Banks at number 33. Both books climbed up the list after full-length film versions of them were produced.

## Hypothesis

Educators should be concerned because it would appear that many of the "classics" are being disregarded by children simply because they are not advertised in connection with dolls or videos. The focus of this paper is an evaluation of the books that elementary school age children are reading to discern whether or not this trend is unduly influencing these children. It was hypothesized that Corporate America, through mass merchandising, is not influencing elementary school age children's book selections for independent reading.

## Survey Procedure and Sample

A survey containing three questions was sent to all six elementary schools in Westfield, New Jersey. In total, nearly 1200 questionnaires were sent to all the second, third and fourth graders in the district. Of the 1200 questionnaires sent, 866 responded. There were 300 second graders, 284 third graders, and 282 fourth graders. These surveys were answered anonymously; gender, educational background, and socio-economic status of the respondents could not be determined. The survey consisted of three questions (see Appendix

A). A list was compiled of the top ten characters, favorite books read in the past year, and favorite all-time books for each grade level. Some of the characters were grouped together due to commonality. For example, Mewtwo, Pikachu, and StregaNona were grouped together as Pokémon.

## Results

Each of these lists was analyzed for evidence of the influence of mass merchandising. The responses to the first question asked, "Who is your favorite character in a book?" were found to be quite surprising.

TABLE I
TOP TEN FAVORITE CHARACTERS

| GRADE 2<br># OF VOTES-TITLE | GRADE 3<br># OF VOTES-TITLE | GRADE 4<br># OF VOTES-TITLE |
|---|---|---|
| 40 - Harry Potter | 80 – Harry Potter | 90 – Harry Potter |
| 28 – Arthur and Pokémon | 18 – Pokémon | 11 – The Big Friendly Giant |
| 13 – Junie B. Jones | 14 – Captain Underpants | 7 – Pokémon |
| 11 – Ramona Quimby | 9 – Arthur | 5 – Peter, Stuart Little, and Nancy Drew |
| 6 – Captain Underpants, Frog and Toad, Winnie the Pooh, and Wayside School | 8 – Stuart Little | 4 – Charlotte, Mickey Mouse, Ramona Quimby, and Winnie the Pooh |
| 5 – Henry and Mudge and James and the Giant Peach | 7 – Ramona Quimby | |
| | 6 – Junie B. Jones | |
| | 5 – Winnie the Pooh | |
| | 4 – Dr. Suess and Mickey Mouse | |

The results did not support the hypothesis of the study that elementary school age children are not influenced by mass merchandising. Of the second graders surveyed, four of the top ten characters chosen have merchandise associated with them. These were Winnie the Pooh, James and the Giant Peach, Arthur, and Pokémon. The latter two were tied for the second most votes, while Harry Potter received the highest number of votes in this age group. It should be noted that characters from a book or book series were grouped together.



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For example, students whose vote was counted for Arthur may have voted for Arthur, D.W., or Francine.

Of the third graders surveyed, five of the top ten characters have some sort of merchandising associated with them. Of interest, the mouse Stuart Little received the fifth highest vote. In the Fall of 1999, there was a movie released based on this book. In this group, the overwhelming majority of votes went to the Harry Potter series. Over 20% (80 of 284 third graders surveyed) voted for Potter books. This total outnumbered the total votes of the nine others in the top ten combined. The five characters selected that have merchandise associated with them are Arthur, Pokémon, Stuart Little, Winnie the Pooh and Mickey Mouse. Nine children selected a real person.

The fourth graders also selected five characters in their list that have some kind of merchandise associated with them. They are Mickey Mouse, Pokémon, Stuart Little, Winnie the Pooh, and characters from Star Wars. As with the third graders, Harry Potter characters were the clear favorites with 90 votes. This is nearly 25% of all the fourth graders surveyed. Again, the sum of all the other choices in the top ten is less than the number of votes the Potter books received.

The second question asked, "What is your favorite book that you read in the past year?" was to determine if the students would pick the current trends.

TABLE II
TOP TEN FAVORITE BOOKS READ IN THE PAST YEAR

| GRADE 2 | GRADE 3 | GRADE 4 |
|---|---|---|
| 29 – Harry Potter | 64 – Harry Potter | 96 – Harry Potter |
| 22 – Arthur | 21 – Pokémon | 8 – The Island of the Blue Dolphins |
| 21 – Pokémon | 10 – Captain Underpants | 7 – Holes |
| 17 – Junie B. Jones | 8 – The Witches | 6 – The BFG |
| 9 – Captain Underpants | 7 – Arthur | 4- All the Money in the World. Little Women. Ramona Quimby. Stuart Little. and Star Wars |



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| GRADE 2 | GRADE 3 | GRADE 4 |
|---|---|---|
| 8 – All About Sam | 5 – The Adventure of King Midas, Junie B. Jones, and Stuart Little | |
| 7 – Henry and Mudge, James and the Giant Peach, and Wayside School | 4 – Liar, Liar, Pants on Fire and Ramona Quimby | |
| 5 – Dr. Suess and Frog and Toad | | |

For all three grade levels, the Harry Potter books finished in first place. The Arthur books were a close second among the second graders. This was followed by the Pokémon series. As can be seen, two of the top three have merchandising, videos, trading cards, and/or collectibles, associated with them. The third graders selected the same top three books as they did for the first question, except Pokémon finished second and Arthur finished third in the voting. The top three books selected by the fourth graders have no merchandising associated with them. The Harry Potter books received 25% of all the votes for this age group.

The final question asked the students to select their favorite book of all time. The Potter books were again the number one selection for all three grade levels.

TABLE III
TOP TEN ALL-TIME FAVORITE BOOKS

| GRADE 2 | GRADE 3 | GRADE 4 |
|---|---|---|
| 28 – Harry Potter | 66 – Harry Potter | 68 – Harry Potter |
| 24 – Pokémon | 19 – Pokémon | 7 – Charlotte's Web |
| 18 – Junie B. Jones | 9 – Captain Underpants | 5 – Dr. Suess and Star Wars |
| 13 – Arthur | 8 – Stuart Little | 4 – Nancy Drew and Ramona Quimby |
| 7 – Frog and Toad | 5 – Arthur | 3 – The BFG, The Cricket in Times Square, Fudge O'Mania, Goodnight Moon, Holes, Matilda, Pokémon, Stuart Little, Twenty Thousand Leagues Under the Sea, and Tonight on the Titanic |
| 6 – Rugrats | 4 – Dr. Suess, Rugrats, Ramona Quimby, and The Witches | |
| 5 – Captain Underpants, Dr. Suess, The Magic Tree House series, and Ramona Quimby | 3 – Charlotte's Web and the Boxcar Children | |

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Out of the top five, the second graders selected two books that have merchandise associated with them. The third graders selected three and the fourth graders picked only one book associated with any merchandising. Pokémon finished second among the second and third graders.

## Discussion

It would appear that children are influenced by Corporate America, but not to the same degree as the author presupposed prior to the study. Had this been a great influence, Pokémon would have been the number one choice among the students surveyed. Similarly, the Walt Disney character books would have scored much higher than they did. It is difficult to determine whether the responses were true and accurate or whether the children thought they sounded like good and/or popular answers. The author was especially surprised that the Harry Potter books were chosen by the second graders due to the relatively high readability level and the vocabulary used in these books. Another suspect response was The Call of the Wild as the choice of a couple of children. This is a book that this school district uses in eighth and ninth grade classes.

## Conclusions

It would be interesting to give this survey again next year to the same group of students to determine how many, if any, would select Stuart Little or Pokémon as their favorite characters; recentness of exposure might be of importance in book selections.

Tighter controls on what teachers allow children to do should be considered in a future study. The teachers should be instructed not to allow the students to converse during the survey. Also, all answers should be kept confidential until the teacher collects the

surveys. This change should be made because the results from several classes indicated that many children from the same class selected the same book or character. Since no one from the other nine or ten classes selected these books or characters, it is thought that the children shared responses while completing the survey.

A further refinement of the questions should be made to clarify the wording of the first question to instruct the children to not only name their favorite character, but to also give the book that the character is from. Lacking this input, the author had to infer that a variety of characters came from the same book and/or book series. For example, Arthur includes Arthur, D.W., Buster, and Francine.

In hindsight, I should have asked a question such as "Would seeing a movie about a character make you more likely to read a book that stars that character?" in order to ascertain whether the children feel they are being influenced by the media.

How much are the children influenced by the media? Of the 300 second graders surveyed, 36% selected a character or real life person that has been in a movie, on television, or has some retail merchandise associated with it. Of the 284 third graders, 30% were influenced by these factors, whereas only 16% of the 282 fourth graders surveyed were likewise influenced. From this, I conclude that the younger children are more easily influenced by these factors but this influence seems to be at a moderate level.

In closing, there are still questions that remain. These include: does Corporate America really care about the children or does it only focus on the "almighty dollar?", does television hinder a child's reading skills?, and does the influence of the media cause teachers to sacrifice the "classics" in their classroom libraries in favor of books with memorabilia-related characters. My focus in this paper is how the media and entertainment industry

impact the book selection of elementary school age children. Reports have stated there are positive outcomes to children being exposed to literary characters via the media. For some children, who would not ordinarily be inclined to read, seeing characters in the media or the associated merchandise motivates them to read the related books. For others, it is seeing their peers reading that is the motivational factor.

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# APPENDIX A

## The survey

GRADE: 1 2 3 4 5 (circle one)

Who is your favorite character? (from a book)

What is the title of your favorite book that you read this year?

What is the title of your favorite book of all-time?

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# APPENDIX B

## Alphabetical Listing of the Favorite Characters Selected By Each Respondent

ALPHABETICAL LISTING OF FAVORITE CHARACTERS

Character-Number of votes

GRADE 2

Alex-1
Amber Brown-1
Amelia Bedelia-3
Animorphs-1
Annabelle Cole-2
Annie and Jack-4
Batman-2
Bebe-1
Benny-3
Berenstain Bears-1
Bilbo-1
Billy-1
Biyamon-1
Bomer-1
Boots-1
The Boxcar Children-2
Brian-1
Bugs Bunny-2
Bunnicula-1
Captain Underpants-6
The Caterpillar-1
Centipede-1
Charlotte-2
Clifford-2
Doug-1
Dragon-1
The Dreameater-1
Dr. Suess-4
Emily-2
Encyclopedia Brown-1
Fox-1
Felicity-2
Franklin-1
Frog and Toad-6
Gloria-1
Goldilocks-1
Goofy-2
The Hardy Boys-1
Harriet Tubman-1
Harry Potter-39
Henry and Mudge-5
Humprey-1
Jabber-1
Jack-2
Jackie Robinson-1
James and the Giant Peach-5
James Bond-2
Jigsaw Jones-1
Josephine-1
Judy McCabe-1
Julius-1
Junie B. Jones-13
Karen Brewer-2
Kenneth-2
Laura Ingalls-1
Little Boy-2
Little Toot-1
Liz-1
Madeline-1
Mafaro-1
Manskine-1
Mark Conway-1
Martha-1
Martin Broduer-1
Mary-1
Matilda-2
Max-1
McDuff-2
Mermaid-1
Mickey Mouse-2
Mike-1
Misty-1
Molly-2
Monster-1
Morris the Moose-1
Mrs. Pigglie Wigglie-1
Mr. Twit-1
Nancy Drew-2
Nate the Great-2
Peter Pan-3
Phantom of the Opera-1
Phil-1
Pinnochio-1
Pippi Longstocking-1
Pokemon-22
Puppies-1
Ralph Mouse-1
Ramona Quimby-11
Reggie Jackson-1
The Rock-1
Roger White-1
Romye-1
Rugrats-4
Sally-1
Sam-3
Samantha-2
Santa-1
Scooby-1
Snail-1
Sonic-1
Stan-1

Stuart Little-1
Tommy Pickles-2
Turbo Toilet-1
Uncle Nick Little-1
Wayside School Characters-6
Winnie the Pooh-6
Wishbone-1
Wolfgang-1
Yoko-1
Zack-1
No Responses-4

GRADE 3

Aldo-2
Alex-1
Ali Baba-2
Amber Brown-2
Animorphs-2
Anne Frank-1
Annie Bonnanie-2
Arnold-1
Arthur-9
Babe Ruth-1
Batman-2
Ben Franklin-1
Benny Alder-1
The BFG-2
Billow-1
Boliva-1
Cam Jansen-1
Captain Underpants-14
Cat Dog-1
Charlie-1
Charlotte-2
Chester-1
Clara Barton-1
Contraray-1
Curious George-1
Daffy Duck-1
Daggy Dogfoot-1
Daniel Boone-1
Danny-2
Dede-1
Derek-1
Dill Pickles-1
Dink-1
Dragon-1
Dr. Suess-4
Eloise-1
Frog and Toad-1
Fuzzy Little Bunnies-1
Genie-1
Gloria-1
Godzilla-1
Grand High Witch-1
Greg-1
Harry Potter-78
Henry-1
Horrible Harry-1
Jenny Archer-1
Jimmy Blair-1
John-1
Junie B. Jones-6
Kapu-1
Karen-2
Katie-1
Kenneth Agard, Jr.-1
Kristy-3
Lassie-1
Laura Ingalls-2
The Little Mermaid-1
Lucas Cott-1
Magic Tree House-3
Mandie-2
Marie-1
Matilda-2
Merlin-1
Michael Jordan-1
Mickey Mantle-1
Mickey Mouse-4
Miss MacFarland-1
Mr. Banana Head-1
Mr. Fox-2
Mrs. Jeepers-1
Mr. Popper-1
Ms. Frizzle-1
Mumbo-1
Nate the Great-1
The Olsen Twins-2
Pickles Johnson-1
Pippi Longstocking-3
Pokemon-18
Ralph Mouse-2
Ramona Quimby-7
Rugrats-2
Sabrina-3
Salamander-1
Sarah-2
Scooby Doo-1
Scrawny-1
Shiloh-1
Sinder Penguins-1
Slouthe-1
Snake-1
Snowball-1
Spider-1

BEST COPY AVAILABLE

Stacy-1
Star Wars-2
Stuart Little-8
Teddy-3
The Tinman-1
Tommy-1
Tornado-1
Tweety Bird-1
Upchuck-1
Waterboy-1
White Fang-2
Winnie the Pooh-5
Wishbone-1
The Wolfman-1
Zoe-1
No Response-1

GRADE 4

Aldo-1
Alice-1
Almonzo-1
Amber-1
Amelia Bedelia-1
Amy-1
Anastasia Krumpeck-1
Ashley-1
Aslan-1
Ax-1
Benny-1
Berenstain Bears-1
The BFG-11
Birdie B.-1
Blackbeard-1
Black Beauty-1
Bobby-1
Boots Raymond-1
Bradley Chalkers-1
Brian-2
Bugs Bunny-1
Caitlin-1
Cat-1
Charlotte-4
Chester-1
The Chicken Man-1
Chico Romez-1
Cinderella-1
Curious George-1
Dale Morgan-1
Dana-1
Daystar-1
Dickon-1
Dr. Suess-1
Ella-1
The Emerald Princess-1
Eve-1
Fudge Farley-3
Grandma-1
Grouchy Lady Bug-1
Gypsy-1
Harold-2
Harry Cat-1
Harry Potter-90
Hobbit-1
Howie-1
Huckleberry Finn-1
Ink Bernorsen-1
James-1
Jay Berry Lee-1
Jenny Sawyer-2
Jessie-1
Junie B. Jones-1
Karana-2
Kunan and Kel-1
Lando-1
Laura Ingalls-1
L.C.-1
Lily-1
Lorax-1
Louis-1
Lulu-1
Mandy-1
Man O' War-1
Marco-1
Marie-3
Mark-1
Martha-1
Marty-1
Mary Ann-1
Matilda Wormwood-2
Michael-1
Michael Jordan-1
Michelle-1
Mickey-1
Mickey Mouse-4
Mila-2
Millicent Selam-1
Mr. Fox-2
Mr. Kapars-1
Mrs. Ginger-1
Mr. Squid-1
Mrs. Twit-1
Mr. Utterson-1
Nancy Drew-5
Nicole-1
The Number Devil-1
The Olsen Twins-1

Peter-5
Pippi Longstocking-2
Pokemon-7
Prince Brat-1
Princess Shara-1
Quintin-1
Ralph Mouse-3
Ramona Quimby-4
Robinson Caruso-1
Rod-1
Rosa-1
Rotten Willy-1
Rugrats-2
Sally-1
Sammy Beach-1
Sarah-2
Sherri-1
Shiloh-2
Sirius Black-1
Sir Simon-2
Stacy-1
Stanley-2
Star Wars-3
Stretch-1
Steve-1
Stuart Little-5
Suds-2
Todd Baker-1
Tommy Pickles-1
Tommy Frazier-1
Tucker the Mouse-2
Tweety-1
Wacko-1
Walrus-1
Whipping Boy-1
Weird Ellis-1
Willy Wonka-1
Winnie the Pooh-4
The Witches-1
Wonder House-1
Zoll-1
No Response-1